



St John the Baptist CEVA Primary School

Accessibility Information and Plan

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Policy amendments may occur at any time. Please consult the Policies page on the website for the latest update.

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Issued By: Jane Scawthorn
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Review Date for Plan: September 2024

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Schools' duties around accessibility for disabled pupils:

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The school is accountable for ensuring the implementation, review and reporting of the school's Accessibility Policy and Plan and the progress towards meeting the plan is reported to the Governors regularly.

1. We are committed to providing an accessible environment, which values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.
2. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.
3. The Accessibility Plan will contain relevant actions to:
 - Continue improving access to the school's physical environment, adding specialist facilities as needed. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents, and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. The audit is revisited before the end of each first three-year plan period to inform the development of the new Plan for the following period.
5. We acknowledge there is a need for ongoing awareness-raising and training for staff and governors in disability discrimination and the need to inform attitudes on this matter.
6. This policy should be read in conjunction with all safeguarding policies including the Inclusion/SEN policy.

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Accessibility Plan

2022-2023

	Area for Enhancement:	Action:	People/ Resources:	Timescale:	Success Criteria:	Monitoring Method:
1	Further accessibility to curriculum for all improves pupils, including most complex pupils with EHCP.	Provide students with a range of specific learning resources to enable greater access to the curriculum. As part of school improvement and through pupil progress meetings, focus on high quality/personalised planning, differentiation, effective scaffolding and providing appropriate in class resources.	SENDCo Maths Lead Headteacher English Lead	On-going	All students, including least confident learners and with SEND fully access the curriculum and make good progress against starting points. A greater range of resources and scaffolds are available for pupils who need support to enable effective equipment to meet specific needs.	Quality assurance: Learning walks Observations Pupil Progress meetings End of year outcomes
2	Continually improve staff awareness of disability issues of pupils with SEND.	Updates are a regular feature of SLT meetings. A rolling programme of information sharing and giving advice taking place at staff meetings. Class teachers differentiate their plans and are taking greater responsibility to meet the needs of SEN pupils. Class teachers	Essex County Council Disability Rights Commission SENDCo All staff	On-going	All staff aware of various issues surrounding SEND students who have disabilities. The support provided is appropriate for their needs. Progress is being made against the outcomes that have been set. Increased school awareness of disability issues and its effects.	Learning walks SLT meetings SEP meetings LSA Inset Planners and gap tasks. INSET feedback

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		and support staff are present during EHC reviews. Staff are active in the meetings to ensure that targets/outcomes are understood. To promote disability equality through: resources, representation, training, speakers, and assemblies.				
3	Ensure all students and staff have access to resources that promote social, emotional, and mental health.	Health and Well-Being policy in place. Pupils and staff are encouraged to talk openly about issues that are causing them stress and anxiety. Worry catchers/boxes are placed in every classroom and there is a regular opportunity to address any issues. Regular Wellbeing assemblies promote awareness and effective strategies to support social, emotional and mental health. Mental Health First Aid Training for staff on how to	SLT Teachers All Staff	On-going	Children and staff have a better understanding of mental health issues, how it presents and what to do. Issues are dealt with quickly and effectively. The positive behaviour strategies are being used consistently, this can be seen by increased motivation, resilience, and greater self- esteem. Pupil's achievements are recognised and celebrated at many different levels. Pupils are emotionally available to learn.	Learning walks Staff meeting minutes Policy reviews at SLT meetings Analysis from behaviour/safeguarding and surveys.

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		<p>recognise signs of mental health issues and structures put in place that respond to concerns.</p> <p>School's behaviour policy is reward based to raise self-esteem, resilience and positive behaviour for learning.</p> <p>Signposting for staff and parents to mental health support and resources.</p> <p>Staff and pupil wellbeing surveys shared</p> <p>Introduction of CPOMs for recording</p>				
4	<p>School trips and residential visits are fully accessible for all students, including those with learning, emotional and physical difficulties.</p>	<p>Rigorous planning. Pre-trip or advanced visits to ensure the suitability of the venue. Evolve risk assessments ensure school trips and residential visits are linked to curriculum learning, are accessible to all, and appropriate to age/ key stage of the children.</p>	<p>EV Lead SLT Teachers SENCO</p>		<p>School trips and residential visits are fully accessible for all students and positively impact their learning and well-being.</p>	<p>Headteacher School visit leaders; parent and student feedback</p>
5	<p>To further improve the use of proven pedagogical approaches alongside excellent teacher subject</p>	<p>Ongoing training for all staff</p> <p>Weekly meeting for support staff to share information about pupils, training opportunities during meetings, and occasional inset days.</p> <p>Regular</p>	<p>SLT SENCO Class Teachers LSAs Subject Leaders</p>	<p>On-going</p>	<p>Staff are better equipped and feel confident dealing with a range of needs. Pupils are making progress towards EHC outcomes. Teachers are being more proactive,</p>	<p>Student interviews Regular drop ins Book scrutinies Learning walks SEN Reviews LSA Inset Planners and gap tasks.</p>

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	<p>knowledge to ensure accelerated progress in all subjects and that the needs of pupils who have SEND are fully met.</p>	<p>SEN/Behaviour Quality Assurance checks to identify good practice and look for ways to improve.</p> <p>Teachers are using scaffolds effectively, differentiating planning and putting in place learning plans for pupils who have SEND.</p>			<p>recognising specific needs, writing learning plans when required to ensure that all pupils are making progress. Responsive and adaptive curriculum and planning in place.</p>	
6	<p>To further improve staff awareness of needs of pupils with medical conditions.</p>	<p>Ensure children with medical conditions are appropriately supported in school, so that they can play a full and active role in school life, remain healthy and achieve their academic potential.</p> <p>Ensure children with medical conditions are provided with the same opportunities and access to activities as other pupils.</p>	<p>Headteacher SENCo All staff Health professionals</p>	<p>Ongoing</p>	<p>Pupils with medical conditions fully access the curriculum and make good progress. The support provided is appropriate for their needs.</p> <p>All staff are provided with appropriate training and aware of various issues surrounding children with medical conditions, their medical needs and their IHCPs. The school works cooperatively with health and care professionals to ensure that the needs of pupils with medical conditions are met effectively. Effective communication is kept</p>	<p>Half-termly medical accuracy checks Quality assurance Yearly IHCPs</p>

					with parents regarding updates on pupil's medical conditions and their IHCPs.	
7	Ensure all pupils are evacuated without barrier.	<p>Personal Emergency Evacuation Plan (PEEP) for children with specific needs that influence their ability to exit in an emergency.</p> <p>Regular reminders at briefing and on Its learning with regards to staff responsibilities</p> <p>Check and ensure visual and calming resources are in place where necessary</p>	SLT SENCO	When required	<p>All relevant staff are aware of complex SEN, visually, hearing, medical and sensory impaired children, and the process of their evacuation.</p> <p>All children are safely evacuated in a timely manner.</p>	<p>Regular school evacuation practice and reviews.</p> <p>H&S walks Staff briefings LSA meetings</p>